

## UNIT



## Quiz

Name the people in the quiz questions and match them with the photos. Then check your answers below.

## Who and what do you recognise?

Test your knowledge of social issues, human rights and civil rights. Use the letters in brackets to give you a clue.

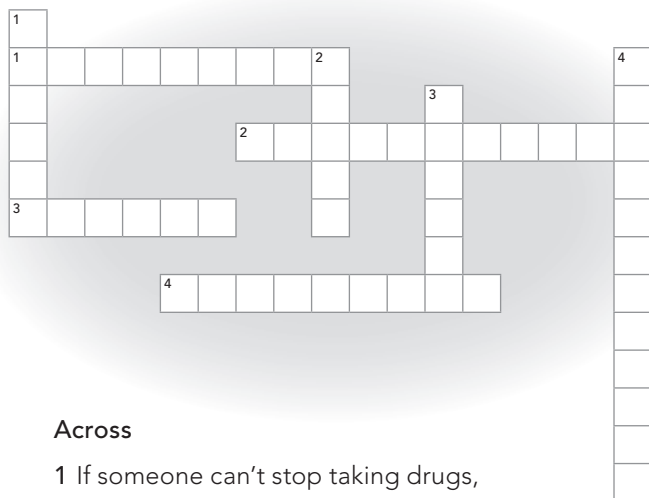
- 1 She is famous because she refused to give up her seat for a white person on a bus in Montgomery, Alabama in 1955. She became a symbol for racial segregation and she is sometimes referred to as 'the first lady of civil rights' in the USA. Who is she? (RP)
- 2 This man is an American civil rights activist from South Carolina in the USA. He is also a church minister. He started protesting when he was at university in North Carolina and he campaigned against libraries, theatres and restaurants just for white people. He worked with Martin Luther King Jr, and after Luther King's assassination in 1968 he became even more popular. Who is he? (JJ)
- 3 He campaigned all his life against apartheid and he was the president of his country from 1994 to 1999. He studied Law at university and was one of the first members of the Youth League of the African National Congress. He spent 27 years in prison and he was released in 1990. He died in 2013 at the age of 95. A film about him, based on his autobiography of the same name, was called *Long Walk to Freedom* and he was played by Idris Elba. Who is he? (NM)
- 4 Her full first name is Sharmishta but she is better known by the short version of her first name, Shami. She studied Law at the London School of Economics and she was the director of a British civil rights organisation called Liberty from 2003 to 2016. She is an active campaigner for human rights. In 2014, she published her first book and she was included in *The Times* list of '100 Makers of the 21st century.' She became a life peer and member of the House of Lords in 2016 and is a member of the Labour Party. Who is she? (SC)



R E S U L T S   1 Rosa Parks, c   2 Jesse Jackson, d   3 Nelson Mandela, b   4 Shami Chakrabarti, a

## Social issues

- 1 Answer the clues to complete the puzzle. When a word includes a hyphen (-), this occupies one square.



### Across

- 1 If someone can't stop taking drugs, they have a drug \_\_\_\_\_.
- 2 In some countries people are imprisoned because of their sexual \_\_\_\_\_.
- 3 In some countries people are fined when they drop \_\_\_\_\_ in the streets.
- 4 If we accept people regardless of what their faith is, we show religious \_\_\_\_\_.

### Down

- 1 Throwing bananas at footballers from other countries is an example of \_\_\_\_\_ prejudice.
- 2 Traffic, mobile phones and loud music are all examples of \_\_\_\_\_ pollution.
- 3 \_\_\_\_\_ diversity happens when lots of different races and cultures live happily together.
- 4 Using \_\_\_\_\_ and peaceful methods can be good ways to resolve certain conflicts.

- 2 Read the texts and write the social issues.

1 We've got people and food shops from at least 50 different countries in our neighbourhood. You could eat your way round the world easily! \_\_\_\_\_

2 If we'd known it would be this bad, we wouldn't have bought the house. It's right under the flight path and every day it's non-stop. \_\_\_\_\_

3 The outside of the youth club was unrecognisable. The paint was everywhere and it looked like names or something written all over it. \_\_\_\_\_

4 It's absolutely terrible that in this day and age there's still injustice. It shouldn't matter what colour a person's skin is. \_\_\_\_\_

- 3 Choose the best answers to complete the dialogues.

- 1 A: My new neighbours are really noisy. I don't know what to do.  
B: It is very *racist* / *anti-social*. Maybe you should talk to them about it?
- 2 A: Did you hear that story about the young child who was bullied because of the colour of his skin.  
B: No way! That's so *racist* / *homophobic*.
- 3 A: I can't believe what he said about women doctors.  
B: I know. It was a really *anti-social* / *sexist* comment. We need to talk to him.
- 4 A: I heard that new religious leader on the radio. He has very *extremist* / *anti-social* views on women, religion and people's sexual orientation.  
B: It was a bit worrying, wasn't it?
- 5 A: I don't think it's right to arrest someone because of their sexual orientation.  
B: Neither do I. It's *racist* / *homophobic* and it discriminates against some people.

## Phrasal verbs

- 4 Match the phrasal verbs 1–6 with the meanings a–f.

- |               |                          |                         |
|---------------|--------------------------|-------------------------|
| 1 go back     | <input type="checkbox"/> | a escape                |
| 2 shut down   | <input type="checkbox"/> | b give accommodation to |
| 3 get away    | <input type="checkbox"/> | c tolerate              |
| 4 take in     | <input type="checkbox"/> | d close                 |
| 5 take up     | <input type="checkbox"/> | e start                 |
| 6 put up with | <input type="checkbox"/> | f return                |

- 5 Complete the sentences with phrasal verbs from Exercise 4.

- 1 The government has agreed to \_\_\_\_\_ 20,000 refugees from Syria.
- 2 Many asylum seekers find it difficult to \_\_\_\_\_ the harsh conditions in the refugee camps.
- 3 Some refugee families tried to \_\_\_\_\_ from their country in boats that were unsafe.
- 4 They had to \_\_\_\_\_ the health clinic because the conditions were too dangerous.
- 5 It isn't always possible for refugees to \_\_\_\_\_ to their homes because they have no documents.


- 1** Look at the photos and the title of the text. What do you think a food-sharing organisation does? Read the text and check your ideas.
- 2** Read the text again quickly. Choose the best answer.
- The text describes four ideas for ...
- a raising money for charity.
  - b using less energy.
  - c reducing food waste.
- 3** Tick the correct box(es) for each organisation from the text.

- 1 They want to reduce food waste.**
- |  |  |
|--|--|
| <input type="checkbox"/> Chowberry     | <input type="checkbox"/> OLIO            |
| <input type="checkbox"/> No Food Waste | <input type="checkbox"/> Yonodesperdicio |
- 2 They try to reduce hunger.**
- |  |  |
|--|--|
| <input type="checkbox"/> Chowberry     | <input type="checkbox"/> OLIO            |
| <input type="checkbox"/> No Food Waste | <input type="checkbox"/> Yonodesperdicio |
- 3 They connect individuals with each other.**
- |  |  |
|--|--|
| <input type="checkbox"/> Chowberry     | <input type="checkbox"/> OLIO            |
| <input type="checkbox"/> No Food Waste | <input type="checkbox"/> Yonodesperdicio |
- 4 They don't make a profit.**
- |  |  |
|--|--|
| <input type="checkbox"/> Chowberry     | <input type="checkbox"/> OLIO            |
| <input type="checkbox"/> No Food Waste | <input type="checkbox"/> Yonodesperdicio |
- 5 They use the Internet.**
- |  |  |
|--|--|
| <input type="checkbox"/> Chowberry     | <input type="checkbox"/> OLIO            |
| <input type="checkbox"/> No Food Waste | <input type="checkbox"/> Yonodesperdicio |
- 6 They work with other charity organisations.**
- |  |  |
|--|--|
| <input type="checkbox"/> Chowberry     | <input type="checkbox"/> OLIO            |
| <input type="checkbox"/> No Food Waste | <input type="checkbox"/> Yonodesperdicio |

- 4** Match the sentence halves 1–4 with a–d.
- |  |                          |
|--|--------------------------|
| 1 Chowberry aims to connect supermarkets ... | <input type="checkbox"/> |
| 2 No Food Waste takes leftover food ...      | <input type="checkbox"/> |
| 3 OLIO connects people with extra food ...   | <input type="checkbox"/> |
| 4 Yonodesperdicio is a way to connect ...    | <input type="checkbox"/> |
- a with neighbours who need food.  
b to the poor and the hungry.  
c with people who have similar values.  
d to charity organisations.

- 5** Find the underlined words in the text that best complete the sentences.
- 1 When food items get too old to eat, they have reached the end of their \_\_\_\_\_.
- 2 Food has to be sold before its \_\_\_\_\_.
- 3 Children whose parents have died sometimes live in \_\_\_\_\_.
- 4 People who are very poor and have no home are \_\_\_\_\_.
- 5 Instead of giving away extra food, people are \_\_\_\_\_ food with each other on the Internet.
- 6 Very poor people who cannot afford housing sometimes live in \_\_\_\_\_.

- 6** Rewrite the sentences in your own words.
- 1 If the date expires, the food is given away for free.
- \_\_\_\_\_
- 2 The group picks up food from collection points across the city and redistributes it to the homeless population.
- \_\_\_\_\_
- 3 If more people take up the challenge of reducing food waste, we can reduce poverty and hunger in the world as well.
- \_\_\_\_\_

- 7**  **Critical Thinking**
- Answer the questions in your own words.
- 1 What kinds of behaviour do these organisations seek to change?
- \_\_\_\_\_
- 2 Which idea do you think is the most innovative? Why?
- \_\_\_\_\_
- 3 Come up with your own idea for how to reduce food waste. Tell the class.
- \_\_\_\_\_
- 8** Go online and find other organisations that aim to reduce food waste. Choose one and write a paragraph about it.



# The food-sharing revolution

**T**he United Nations estimates that over 30% of the food that is produced every year is wasted. In developed countries, the figure is around 40%. Food is regularly thrown away, not only by producers and supermarkets, but also in our own households. How can we reduce food waste and use this food to benefit the community instead? In response to this crucial problem, a variety of non-profit, charity projects around the globe are encouraging people to take part in the food-sharing revolution.

**Chowberry** is an app that was developed by Oscar Ekponimo, a software engineer from Nigeria. The app connects grocery stores and supermarkets with aid organisations. When packaged food items approach the end of their shelf life, the app applies a discount which increases as the date gets nearer. If the date expires, the food is given away for free. The app sends a notification to local aid groups and other charities who can then pick up the free or discounted food and distribute it to orphanages and needy families in the community.

**No Food Waste** is a non-profit organisation based in Chennai, India. Founded by 23-year-old A. G. Padmanaban, the group picks up food from collection points across the city and redistributes it to the homeless population, as well as to slums, orphanages and elderly people. If there is a lot of food leftover after a wedding party, for example, it is normally just thrown away. Instead, it can be taken to a donation centre. If the food has been freshly prepared, it will be picked up and distributed within an hour.

**OLIO** is a free app that connects neighbours with each other and with local businesses so extra food can be shared, not thrown away. This could be food nearing its sell-by date in local stores, spare home-grown vegetables, or the groceries in your fridge when you go away. If you have some leftover food, just open the app, add a photo, a description and when and where the item is available for pick-up. Co-founded by Tessa Cook from the UK and American Saasha Celestial-One, the company now has a multinational network of food-sharing communities, with over 200,000 items shared since its launch and nearly 10,000 people volunteering to help.

**Yonodesperdicio** is a Spanish initiative which has created an online community to reduce household food waste. 'Food waste is among the many causes of hunger, even if many people are not aware of it,' says Mari Cruz Martín, the project's coordinator. One of the project's main goals is to create awareness in the community about food waste. As well as swapping food, the site enables users to share recipes and tips to prevent food waste.



These success stories demonstrate that even very small changes in our daily lives can have a powerful impact on our community. Perhaps if more people take up the challenge of reducing food waste, we can reduce poverty and hunger in the world as well.

## Conditionals

### Zero and first conditional; *If, when, as soon as*

#### 1 Complete the sentences with the correct form of the verbs in brackets.

- If you \_\_\_\_\_ (feel) worried about things, it \_\_\_\_\_ (be) important to talk to your friends.
- We usually \_\_\_\_\_ (ask) our teacher if we \_\_\_\_\_ (not know) the answer.
- If Alex \_\_\_\_\_ (eat) nuts, he \_\_\_\_\_ (get) very ill.
- They \_\_\_\_\_ (not receive) the credits if they \_\_\_\_\_ (not attend) the classes.
- If my parents \_\_\_\_\_ (go away) for the weekend, my grandparents \_\_\_\_\_ (stay) with us.
- If Sally \_\_\_\_\_ (not like) something, she \_\_\_\_\_ (not do) it.

#### 2 Complete the sentences with *if* or *unless*.

- \_\_\_\_\_ you go to the party, I'll come.
- \_\_\_\_\_ we discuss the issues at school, we won't know about them.
- What will the police do \_\_\_\_\_ the racial tension continues?
- Drug-related crimes won't decrease \_\_\_\_\_ governments invest more money.
- \_\_\_\_\_ you have a better idea, we'll do it this way.
- \_\_\_\_\_ we don't turn the music down, the neighbours will complain about noise pollution.

#### 3 Write first conditional sentences using the prompts.

- as soon as / I / get there / I / phone / you / .  
\_\_\_\_\_
- I / let / you / know / if / I / hear / any / news / .  
\_\_\_\_\_
- when / I / see / Andrew / I / discuss / the problem / with him / .  
\_\_\_\_\_
- as soon as / the police / catch / the criminal / the graffiti / stop / .  
\_\_\_\_\_

#### 4 Complete the first conditional sentences with the correct form of the verbs in brackets.

- If we \_\_\_\_\_ in the election, we \_\_\_\_\_ change things. (not vote / not be able to)
- I \_\_\_\_\_ after school if you \_\_\_\_\_ help with your presentation. (come around / need)
- If we \_\_\_\_\_ this mess now, my mum \_\_\_\_\_ really angry! (not tidy up / be)
- Dylan \_\_\_\_\_ the problem if we \_\_\_\_\_ it to him. (understand / explain)
- If you \_\_\_\_\_ now, you \_\_\_\_\_ the last bus. (not leave / miss)

## Second conditional

#### 5 Choose the best answers to complete the sentences.

- If we *don't use* / *didn't use* plastic for so many items, there wouldn't be so much pollution in the oceans.
- I *would be* / *will be* very upset if someone said something like that to me.
- If I *had* / *have* time, I'd join the Conservation Club at school.
- If everyone gave money to charity, it *made* / *would make* a huge difference.
- If I *don't believe* / *didn't believe* in this cause, I wouldn't want to talk about it.

#### 6 Put the words in the correct order to make questions.

- you / a homeless person / what / if / money / would / asked / for / do / you / ?  
\_\_\_\_\_
- neighbours / would / if / them / you / noisy / say / you / had / to / what / ?  
\_\_\_\_\_
- your students / were / you / a teacher / if / teach / would / you / what / ?  
\_\_\_\_\_
- to / feel / lied / your best friend / you / you / if / would / how / ?  
\_\_\_\_\_
- ask / which / the prime minister / you / question / if / met / you / would / ?  
\_\_\_\_\_

## Third conditional

**7** Complete the sentences with the correct form of the verbs in brackets.

- If I \_\_\_\_\_ (know) about the protest march, I \_\_\_\_\_ (come).
- They \_\_\_\_\_ (not hear) his news if they \_\_\_\_\_ (not meet) Tom.
- If you \_\_\_\_\_ (arrive) earlier, the first speaker \_\_\_\_\_ (not go on) for so long.
- If the criminal \_\_\_\_\_ (be) in a secure prison, he \_\_\_\_\_ (not get away).
- We \_\_\_\_\_ (vote) for you if we \_\_\_\_\_ (go) to the debate.

**8** Read about Malala Yousafzai. Then complete the third conditional sentences with information from the text.

- If her father hadn't been an educator and humanitarian, she wouldn't have learnt to value the importance of education for everyone.
- \_\_\_\_\_, she wouldn't have appeared on TV.
- If she hadn't become known as an activist, \_\_\_\_\_.
- \_\_\_\_\_, she would have died.
- If she hadn't continued to campaign, \_\_\_\_\_.
- \_\_\_\_\_, she wouldn't have become such an influential spokesperson.



**Malala Yousafzai**

Malala Yousafzai was born in 1997 in northwest Pakistan.

- Her father was an educator and humanitarian and she learnt to value the importance of education for everyone.
- In 2009, she started writing a blog about how difficult it was for girls to get an education under the Taliban. She appeared on TV and in magazines.
- She became known to the Taliban as an activist and they sent someone to kill her.

**9** Rewrite the sentences as third conditional sentences.

- He worked hard. He became a famous civil rights lawyer.  
If he hadn't worked hard, he wouldn't have become a famous civil rights lawyer.
- I missed the bus. I arrived late.  
\_\_\_\_\_
- The police caught the burglar. The burglaries stopped.  
\_\_\_\_\_
- We didn't win the lottery. We didn't give the money to a homeless charity.  
\_\_\_\_\_
- I didn't have a car. I didn't drive to the beach.  
\_\_\_\_\_

**10** Correct the underlined mistakes in the sentences. Then decide if each sentence is a first, second or third conditional.

- If we see the accident, we would have stopped.  
If we had seen the accident, we would have stopped. - Third
- I'd buy it in town tomorrow, if I have time.  
\_\_\_\_\_
- You would recognise the main speaker if you will see her.  
\_\_\_\_\_
- If you watch all those films tonight, you be exhausted tomorrow.  
\_\_\_\_\_
- If they hadn't checked their profiles, they wouldn't read the racial insults.  
\_\_\_\_\_

- In 2012, a gunman shot her in the head and neck and she was flown to the UK for treatment. She nearly died.
- She survived the attack and continued to campaign for the right of all children to education. In 2014, she was awarded the Nobel Peace Prize, along with Kailash Satyarthi.
- She has since become well-known all over the world as an influential and inspirational spokesperson for children's rights.

## A talk about the Youth Parliament



- 1 Look at the photo. Who do you think these people are and what do you think is happening?

\_\_\_\_\_

\_\_\_\_\_

- 2 > 7.01 Listen and answer the questions.

1 What is the main topic of the talk?

\_\_\_\_\_

2 What three things is the speaker going to explain in her talk?

\_\_\_\_\_

\_\_\_\_\_

- 3 > 7.02 Listen and complete the sentences.

1 The aim of the Youth Parliament is to \_\_\_\_\_.

2 You can vote or stand for election if you are \_\_\_\_\_.

3 Once a year there is a \_\_\_\_\_.

- 4 > 7.03 Listen to part three. What are four things you can do as a MYP?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

- 5 > 7.04 Listen to part four. What are two campaigns that the speaker has been working on?

1 \_\_\_\_\_

2 \_\_\_\_\_

- 6 Would you like to be a member of the Youth Parliament? What campaigns would you work on? Write three ideas.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ✓ Real English

- 7 Complete the sentences with the words from the box.


do · give · make · meet

- Volunteering is a way to help others and \_\_\_\_\_ something back to the community.
- They set up a charity for homeless people because they wanted to \_\_\_\_\_ a difference.
- When she lost her job, she didn't have enough money to make ends \_\_\_\_\_.
- We want all of you to take part in the charity run and \_\_\_\_\_ your bit to help children in need.

## Talking about social issues

- 8 Complete the dialogue with the expressions from the box.

Do you want me · I'm not sure · What do you mean we'll have to agree to differ · Well, OK, but I think



**Charlie**

I think social media is the cause of a lot of problems nowadays, don't you?

**Bethany**

Sorry, Charlie. 1 \_\_\_\_\_ I agree with you.

Really? Why?

For a start, social media is a great tool for self-expression when it's used properly. It's not social media that's the problem, it's the people using it.

2 \_\_\_\_\_ when it's abused, it makes it much easier to bully people and to say things that you'd never say to someone's face.

3 \_\_\_\_\_? That people hide behind their online profiles?

Yes, I suppose I do. 4 \_\_\_\_\_ to give you an example?

OK. Is it based on your own experience?

Yes, it is. When we lived in Italy, I was bullied online and through text messages about the colour of my eyes and my hairstyle. I blame social media.

I didn't know that, Charlie. I think 5 \_\_\_\_\_ on this issue. It's the people at fault, not social media itself.

I think we should carry on talking about this tomorrow ...

- 9 > 7.05 Listen to the dialogue and practise saying both parts.



## Do and make

### 1 Choose the best answers to complete the sentences.

- 1 I don't know anyone who *does* / *makes* their own clothes.
- 2 I'm so happy! It's the weekend and I'm going to *do* / *make* nothing!
- 3 Don't worry about the housework today. Just *do* / *make* the chores tomorrow.
- 4 It's colder than I thought it would be. Let's *do* / *make* a fire near the tent to keep warm.
- 5 I *do* / *make* a lot of exercise: I go to the gym and I do sport every day.
- 6 We need to *do* / *make* the arrangements for our summer holiday soon.

### 2 Complete the table with the words and phrases from the box and write one more expression in each column.

a mess · a suggestion · breakfast · the housework  
the washing-up · your homework

Do	Make

### 3 Complete the dialogues with the correct form of expressions from Exercise 2.

- 1 A: So, what are you doing right now?  
B: I'm \_\_\_\_\_. I've cleaned the bathrooms and the kitchen, I just need to wash the floors.
- 2 A: Mum, can we make a cake?  
B: As long as you don't \_\_\_\_\_ in the kitchen!
- 3 A: When we go camping, who's going to \_\_\_\_\_?  
B: Not me! I'm definitely not a morning person. Let's ask Corina.
- 4 A: Go and \_\_\_\_\_ and then you can watch television.  
B: I haven't got any tonight.
- 5 A: So, does anyone want to \_\_\_\_\_ about how to deal with bullying?  
B: I think we should ask a speaker to come into school one day.
- 6 A: That was a delicious meal, thank you. Can I help you \_\_\_\_\_?  
B: No, don't worry. We'll put everything in the dishwasher.

### 4 Complete the chats online with *make* or *do* and an expression from the box.

a joke · a plan · a suggestion · breakfast · everything  
something · the housework · the washing-up  
two cups of · your own clothes

1

**Problem** I haven't got anything nice to wear to my friend's party and I can't afford to buy anything new.

**Solution** Why don't you design and  
1 \_\_\_\_\_?

2

**Problem** 2 \_\_\_\_\_ in our flat while my flatmates sit around and watch TV. They 3 \_\_\_\_\_ in the morning and cook meals in the evening and their dirty dishes are everywhere. They never 4 \_\_\_\_\_.

**Solution** Tell them to help you to 5 \_\_\_\_\_ and keep the place clean. Give them a list of jobs. Alternatively, find some new flatmates!

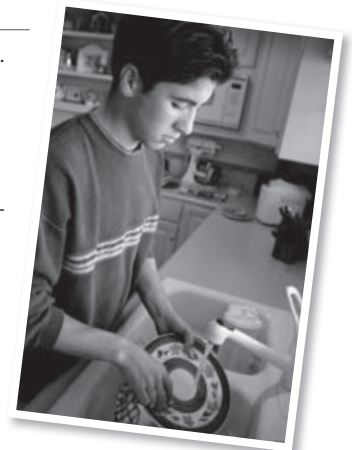
3

**Problem** My friend is feeling a bit down. What can I do? Can anyone 6 \_\_\_\_\_?

**Solution** Why not 7 \_\_\_\_\_ and try to make your friend smile again? If they don't like your sense of humour, offer to 8 \_\_\_\_\_ with them to 9 \_\_\_\_\_ fun together. Or, 10 \_\_\_\_\_ hot chocolate and suggest watching a film you both like.

### 5 Complete the sentences with *do* or *make* and then complete them so they are true for you.

- 1 When I have to \_\_\_\_\_ an important decision I ...
- 2 I always \_\_\_\_\_ my homework ...
- 3 At home, I have to \_\_\_\_\_ the washing-up \_\_\_\_\_ times a week.





## A formal email

### 1 Read Alison's email quickly and answer the questions.

- 1 Who is Alison emailing?
- 2 What is her main reason for writing the email?

### 2 Choose the best answers to complete the email.

### 3 Complete the sentences with the correct form of the verbs in brackets.

- 1 I am writing to you \_\_\_\_\_ the matter of the new car park. (concern)
- 2 I regret \_\_\_\_\_ that I do not agree with this proposal. (say)
- 3 We hope you will give this matter your serious \_\_\_\_\_. (consider)
- 4 I would appreciate it if you could let us \_\_\_\_\_ your opinion. (know)
- 5 We look forward to \_\_\_\_\_ from you soon. (hear)

### 4 Rewrite the second sentence in 1–3 using the words in brackets.

- 1 We think more employees should volunteer. They should be paid for their time off, too. (Furthermore)

\_\_\_\_\_

- 2 I often take part in campaigns for social justice and I frequently donate money to charities. (Moreover)

\_\_\_\_\_

- 3 We believe that schools should provide lessons in social issues. They should also provide training in tolerance and human rights. (In addition)

\_\_\_\_\_

### 5 Rewrite the email so that it is more formal.

Hi there Mr Jones!

I'm very upset about the plastic bags and other litter that people throw on the ground in the park. I think you really need to sort out a punishment for people who do this. You should take this matter very seriously. Hope to hear from you soon.

Bye for now,

Luke Williams



To: Greenbridge School Committee

From: Alison MacDonald

Subject: Sale of plastic bottles in schools

Dear Sir/Madam,

I am writing to you concerning the sale of plastic bottles in schools. As you know, there are vending machines in all schools that sell soft drinks in plastic bottles.

<sup>1</sup> Moreover, / In the first place, soft drinks are high in sugar which is bad for children's health. <sup>2</sup> Secondly, / Finally, plastic bottles create unnecessary waste and cost a lot of money to recycle.

I would like the committee to consider a ban on all plastic bottles in schools. If there is a ban on plastic bottles, it will reduce landfill waste and cost to the local council. <sup>3</sup> Regarding, / Furthermore, it will have the additional benefit of improving children's health as they will consume fewer sugary drinks.

I would appreciate it if you could let us know your opinion on this proposal.

Yours faithfully,

Alison MacDonald

# Write!

- 6 Choose one of the issues below or an issue from your school. Then write a formal email (100–120 words) to your headteacher about it.

- students should be encouraged to volunteer for local charities
- schools need to offer more support for anti-bullying campaigns

Use the steps below to help.

## Plan and write!

**STEP 1:** Get ideas: choose your issue and write down your suggestions.

**STEP 2:** Organise your ideas and write a first draft.

**STEP 3:** Review your writing.

**STEP 4:** Write a final draft.

## Vocabulary

### 1 Match the words 1–8 with a–h.

- |             |                          |               |
|-------------|--------------------------|---------------|
| 1 religious | <input type="checkbox"/> | a orientation |
| 2 sexual    | <input type="checkbox"/> | b pollution   |
| 3 drug      | <input type="checkbox"/> | c violence    |
| 4 noise     | <input type="checkbox"/> | d prejudice   |
| 5 racial    | <input type="checkbox"/> | e equality    |
| 6 non-      | <input type="checkbox"/> | f tolerance   |
| 7 gender    | <input type="checkbox"/> | g diversity   |
| 8 ethnic    | <input type="checkbox"/> | h addiction   |

### 2 Rewrite the sentences by replacing the underlined words with the correct form of *make* or *do* and an expression from the box.

a joke · that comment · the laundry  
the washing-up · your homework

- Shall we wash the dishes now or wait until the morning?  
Shall we do the washing-up now or wait until the morning?
- I can't believe she said that about your dress.  
\_\_\_\_\_
- Are you going to wash the clothes tonight?  
\_\_\_\_\_
- Have you completed all your work for school yet?  
\_\_\_\_\_
- OK, so whose turn is it now to say something funny and make us laugh?  
\_\_\_\_\_

## Grammar

### 3 Match the sentence halves 1–5 with a–e.

- |   |                          |
|---|--------------------------|
| 1 If Sara comes, ...                    | <input type="checkbox"/> |
| 2 My parents won't be happy ...         | <input type="checkbox"/> |
| 3 Charlie will be mad ...               | <input type="checkbox"/> |
| 4 When we do project work in class, ... | <input type="checkbox"/> |
| 5 The team won't win the match ...      | <input type="checkbox"/> |
- a when he finds out about Rosa.  
b the teacher plays music for us.  
c if we make a mess in the living room.  
d if they don't play well.  
e she always has something to say.

### 4 Complete the sentences with the correct form of the verbs from the box.

get · not have · not vote · watch

- If my dad \_\_\_\_\_ a job in Germany, I'd learn German.
- A lot of people \_\_\_\_\_ for the ruling party if they banned sugar.
- If the students \_\_\_\_\_ the film, they would know more about racial prejudice.
- How would you communicate if you \_\_\_\_\_ a mobile phone?

### 5 Write third conditional sentences.

- If / you / be / at the debate / I / see / you / .  
\_\_\_\_\_
- Jamie / tell / me / if / he / not do / well / in his exams / .  
\_\_\_\_\_
- If / we / know / about / kidnappings / we / not go / there / .  
\_\_\_\_\_
- The politician / go on / speaking / if / he / have / time / .  
\_\_\_\_\_
- If / my grandparents / not move / to / this country / they / have / a lot of / problems / .  
\_\_\_\_\_

## Writing

### 6 Complete the text with the words from the box. Sometimes more than one answer is possible.

appreciate · concern · concerning · consideration  
finally · in addition · in the first place · moreover

To whom it may <sup>1</sup> \_\_\_\_\_:  
I am writing to you <sup>2</sup> \_\_\_\_\_ the provision of practical experience of community work in our schools. <sup>3</sup> \_\_\_\_\_, it's important for students to learn how to take an active role in society. <sup>4</sup> \_\_\_\_\_, it will help them to understand how they can help other people. <sup>5</sup> \_\_\_\_\_, it will help them later in life. <sup>6</sup> \_\_\_\_\_, they will learn how to become good citizens.  
I would <sup>7</sup> \_\_\_\_\_ it if you would give this proposal your serious <sup>8</sup> \_\_\_\_\_ and I look forward to hearing from you.